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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: (1) women proteges' perceptions of the mentoring process; (2) the relationship between opportunity for upward communication and facets of job satisfaction; (3) the organizational construction of intrinsic motivation within a public sector bureaucracy; (4) professionals' responses to selected errors of usage and items of disputed usage in formal written English; (5) the influence of cultural differences on personal values as determinants in the preference for managerial styles in an organizational setting; (6) communication strategies in Japanese-American negotiations; (7) the role of the attributional model of motivation in organizations; (8) organizational management theories; (9) communication, coordination, and conflict in work organizations; (10) organizational incongruity; (11) effective entry-level organizational communication as assessed through a survey of personnel recruiters; (12) the relationship between the principal's instructional leadership and the school's organizational system; (13) communicating via electronic mail; (14) loose coupling within a complex public agency; (15) the relationship of bureaucratic structure to the communication satisfaction of teachers; and (16) organizational communication processes and job stress. (FL)

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Business and Organizational Communication:

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Abstracts of the following dissertations are included in this collection:

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THE INFLUENCE OF CULTURAL DIFFERENCES ON PERSONAL VALUES AS DETERMINANTS IN THE PREFERENCE FOR MANAGERIAL STYLES IN AN ORGANIZATIONAL SETTING

Order No. DA8408033

GOMEZ, ADELINA M., PH.D. *University of Colorado at Boulder*, 1983. 140pp. Director: Professor Donald K. Darnell

The purpose of the study was to determine the relationship between cultural differences and personal values as factors in the preference for managerial styles in an organizational setting. There were 79 subjects who volunteered to participate in the study. Thirty-six Anglo, 17 Black, and 26 Hispanic managers completed the Rokeach Value Survey and the Blake and Mouton Managerial Grid. They represented federal, state, and city government agencies in the Denver, Colorado metropolitan area. Nine self-selected managers also participated in personal interviews.

The results yielded moderate support for differences in managerial styles on the basis of culture, but no support for values as factors in determining management styles.

The conclusions reached are that cultural differences are significant factors in organizational settings and that a better understanding of these differences and associated communication problems might lead to management training programs that would be of special value to managers from minority cultural backgrounds.

COMMUNICATIVE STRATEGIES IN JAPANESE-AMERICAN NEGOTIATIONS

Order No. DA8420972

MCCREARY, DON R., PH.D. *University of Delaware*, 1984. 211pp. Professor in Charge: Robert J. DiPietro

Japanese and American cross-cultural negotiating behavior is examined, described, and explained using a Soviet psycholinguistic perspective. Various behaviors, previously viewed as idiosyncratic, are set within a framework that regards language from a sociohistorical perspective. Japanese cultural phenomena underlying negotiation behaviors are manifestations of several psycholinguistic constructs found to be explanatory. They are control, including other-regulation and self-regulation, symmetrical and asymmetrical settings, and congruent and incongruent definitions of situation.

Interviews were conducted with experienced negotiators on which communicative strategies were successful or unsuccessful. This data was supplemented by a film of a re-creation of a Japanese-American negotiation that failed and a videotape of a domestic American negotiation about an international business transaction. Transcripts are included.

Negotiation strategies described and explained include: phatic communication, ordering negotiable points, regurgitation, codeswitching, formal or colloquial language use, caucusing, *haragei* (intuitive communication), affirmation, negation, and closing.

Communicative strategies in a Japanese-American setting are determined by the relevant psycholinguistic construct in conjunction with its cultural manifestation in each society. When Japanese and Americans negotiate, these underlying constructs create conflict that can impede a negotiations if mutual understanding beforehand is not achieved. Further progress towards this cross-cultural understanding is the objective of this examination.

DOES THE ATTRIBUTIONAL MODEL OF MOTIVATION APPLY TO ORGANIZATIONS?

Order No. DA8413663

MONTERO, PATRICIO BENJAMIN, PH.D. *University of California, Los Angeles*, 1984. 121pp. Chair: Professor Rodney Skager

This study deals with the extension of assumptions postulated in the attributional model of motivation (Weiner, 1979) from students to workers and from the context of intellectual achievement to work performance in organizations. Five hypotheses were studied. First, it was tested that in the same work episodes of organization workers differ in their causal attributions of performance. Next, the existence of the three causal dimensions (locus, stability, controllability) postulated in the model was tested. Later, the assumption that the stability, the locus, and the controllability causal dimensions are primarily related to future expectancy of success, satisfaction, and interpersonal judgements, respectively, was tested. Also, causal attributions ascribed in work descriptions and relationships between informational cues and causal dimensions were explored.

Two hundred and fifty-five workers from 14 manufacturing enterprises located in Santiago, Chile, voluntarily participated in the study. Hypothetical cases describing another worker's performance in a job-related situation comprised the attributional questionnaires. Two types of work descriptions were presented. First, the outcome, incentive, consistency and consensus information were included. Second, the outcome and the cause which accounted for that outcome were provided.

A METACONCEPTUALLY REFERENCED COMPARATIVE ANALYSIS OF ORGANIZATION MANAGEMENT THEORIES

Order No. DA8410014

PADEN, ROBERT CHARLES, PH.D. *University of Illinois at Urbana-Champaign*, 1983. 471pp.

Theories of organization management have evolved in such great numbers and diversity that management theoreticians and practitioners are confronted with a problem commonly characterized as a management theory jungle. Existing taxonomies of management theories have been of limited use in ordering theories of management. This study tested the utility of an original metaconceptual formulation for ordering a selected sample of management theories. There were four aspects to the design of the study. First, two components of a recently developed metaconceptual framework for helping interventions were described. Next, one of the metaconceptual components, viz., the Management Interventional Wheel served as part of a content analysis of a selected sample of theories of management. The third aspect of the design involved classifying the content-analyzed theories according to the second metaconceptual component, viz., the Paradigmatic Interventional Matrix. The last aspect of the design was a verification of the content analysis and classification of theories via an inter-judge reliability assessment. The purposes of the study were: (1) to describe the two components of the metaconceptual framework. (2) to analyze a sample of management theories, using the Interventional Wheel component of the framework. (3) to classify the theories so analyzed through the second component of the framework. (4) to verify the analysis and classification decisions by means of a reliability assessment. (5) to assess the utility of the two components of the metaconceptual framework in ordering theories. The major findings of the study were: (1) Every theory was classified in one and only one cell of the classification formulation. (2) The management theories in the sample varied greatly in most characteristics of content and construction. (3) The terminology of the metaconceptual framework appeared to be nonevaluative. (4) The categories of the metaconceptual framework were found to be mutually exclusive and exhaustive for classifying theories. (5) The Interventional Wheel component was useful in helping to identify publications which lacked requirements for a theory. (6) The reliability assessment disclosed acceptable accuracy and agreement between coders and a standard. It was concluded that the metaconceptual formulation was useful in ordering theories of management.

COMMUNICATION, COORDINATION, AND CONFLICT IN WORK ORGANIZATIONS: INTERPERSONAL CONTINGENCIES OF CONFLICT INTERACTION AMONG CO-WORKERS

Order No. DA8402048

RIGGS, CHARLES JAMES, PH.D. *The University of Wisconsin - Madison*, 1983. 258pp. Supervisor: Professor Winston L. Brembeck

This research investigated the influence of antecedent conditions on conflict management strategies in work organizations. A conflict interaction model was developed identifying three contingent factors affecting strategy choices: work relationship interdependence, expected action of other party, and target person's conflict orientation. Two dimensions were defined to assess communication functions of tactics used in conflict interaction. A flexibility dimension assessed response variability to conflict. An involvement dimension assessed interest level in the conflict. Three studies analyzed the influence of these contingencies on strategies chosen to manage conflict. An initial study operationalized strategy concepts into tactic statements. A second study performed content validations on tactics to assess internal levels of flexibility and involvement. A final study tested hypothesized relationships among conflict contingencies and selection of conflict strategies.

WOMEN PROTEGES' PERCEPTIONS OF THE MENTORING PROCESS

Order No. DA8420412

BEARDEN, KAREN WILLETTE, ED.D. *University of Louisville*, 1984. 98pp.

This study describes in narrative form the mentoring process as perceived by twenty-five black and twenty-five white women who were proteges. The mentoring process has been herein examined in a framework of four stages: (1) Initiation, (2) Cultivation, (3) Separation, and (4) Redefinition. Attention was given to the manner in which gender and race affect the process in various organizational settings. In addition to the description of the stages of the mentoring process, eight specific hypotheses were tested to determine the impact of gender and race in each of the four stages.

Forty-eight of the fifty women reported that their mentors initiated their mentor-protege relationships, and two women sought their mentors out. The Initiation Stage was described as a time of exploring the reciprocal needs of both the mentor and protege.

During the Cultivation Stage of the mentor-protege relationships, the mentors functioned in a variety of capacities to assist and develop their proteges. According to the subjects, their mentors assumed the role(s) of teacher, coach, guide, advisor, friend, counselor and critic during this stage of their relationships.

The average length of time these subjects were in mentor-protege relationships was 2.7 years. Typically, the mentor and protege separated due to external factors, such as to pursue better career opportunities.

After the Separation Stage, it was common for the mentor-protege relationship to be redefined as colleagues and friends.

Hypotheses suggesting that race was a factor which influenced the mentor-protege relationship in its various stages were not supported. In the few cases in which problems were reported between mentor and protege, the mentor and protege were of the same race.

Hypotheses examining the effect of gender upon the mentor-protege relationship in each of the stages also were not supported. The few cases in which there were reports of problems between mentor and protege were in mixed-sex dyads. However, the problems were not associated with the protege's gender.

Results of this study refute the implications in the literature that race and gender may impinge negatively upon the quality and process of the mentoring relationship.

A FIELD-EXPERIMENTAL STUDY OF THE RELATIONSHIP BETWEEN OPPORTUNITY FOR UPWARD COMMUNICATION AND FACETS OF JOB SATISFACTION

Order No. DA8410373

COAN, ROBERT THOMAS, PH.D. *The Ohio State University*, 1984. 373pp. Adviser: Professor Keith Brooks

The purpose of the study was to test for a positive relationship between opportunity for upward communication and employee satisfaction in a field setting. Two general hypotheses were proposed: (1) Instituting a program to increase employee opportunity for upward communication will be associated with increased satisfaction with upward communication. (2) Instituting a program to increase employee opportunity for upward communication will be associated with increased job satisfaction (satisfaction with work and supervision).

Two groups from the training department of a large organization served as the experimental and control groups. All subjects were pretested then the experimental group was provided with a program that provided an additional channel of communication from employees to the director of the department. All subjects were subsequently posttested.

Support was found for the predicted positive relationship between employee access to the upward communication program and satisfaction with upward communication. The predicted relationship between access to the program and job satisfaction was not supported.

THE ORGANIZATIONAL CONSTRUCTION OF INTRINSIC MOTIVATION: STAFF VIEWS WITHIN A PUBLIC SECTOR BUREAUCRACY

Order No. DA8408293

FULLER, BRUCE CARL, PH.D. *Stanford University*, 1984. 123pp.

Disagreement continues over whether routinization of work tasks and tightness of control over performance damage motivation. Past experimental work suggests that the issues may be very different in speaking about extrinsic rewards allocated by the organization versus intrinsic rewards experienced by the individual. This thesis examines how task structure and organizational controls shape intrinsic versus extrinsic elements of motivation within a public sector bureaucracy.

Analyzing five tasks performed by staff working within three different organizational levels, more highly predictable and more tightly controlled tasks were found to be more highly valued in terms of extrinsic rewards gained for successful performance. Such tasks were found to lower intrinsic task value only for the most tightly controlled tasks.

The staff member's degree of socialization to the bureaucratic social norms of the organization also mediated the direct influence of task structure on intrinsic task value. Independent of direct effects of predictability and tightness of control, the interaction of these task structure variables with socialization further influenced levels of intrinsic value. Personal background features (gender, ethnicity, and years of schooling) and time spent on each task further shaped levels of intrinsic task value.

A COMPARISON OF PROFESSIONALS' RESPONSES TO SELECTED ERRORS OF USAGE AND ITEMS OF DISPUTED USAGE IN FORMAL WRITTEN ENGLISH

Order No. DA8414819

GEILKER, NEITA FROHMUTH, PH.D. *University of Missouri - Kansas City*, 1984. 161pp.

This study compared the responses of five groups of professionals toward 100 errors or items of disputed usage: The professionals were engineers, attorneys, human resource development personnel (HRD), high school English teachers, and college English teachers. Each group contained approximately 80 respondents.

The purpose of the research was threefold: to investigate differences in the responses of the professionals, to investigate the relationship of age, sex, and hours of English language study to the responses, and to rank the items according to their level of acceptability.

Respondents were asked to indicate on a scale of 1 to 5 how much each survey item bothered them.

For analysis, items in the survey were classified into four major categories--*Punctuation, Sentence Structure, Grammar,* and *Word Choice*--and into 22 descriptive subgroups. A factor analysis supported the subgroup structure for all major categories except *Word Choice*. Consequently, *Word Choice* analyses did not include subgroups. Analysis of variance and t-tests were the primary statistical procedures employed.

On a continuum from "Does not bother me" to "Bothers me a lot," the following professional rank order was established for each major category: engineer, HRD, attorney, high school English teacher, and college English teacher. Over one-third of the means compared were statistically significantly different.

Hours of English language study did not correlate significantly with total survey responses. For the total population, correlation of age and responses was low but statistically significant for two major categories: *Grammar* and *Word Choice*.

Females' scores were consistently higher or more conservative than males', and, for the total population, were statistically significantly higher for every major category of usage. When analyzed by profession, college English teachers were the only group where female means were statistically significantly higher, although for high school teachers the difference was close to significant.

The following rank order from least to most offensive was established for the four major categories of items: Word Choice, Grammar, Punctuation, and Sentence Structure.

ANALYSIS OF ORGANIZATIONAL INCONGRUITY BASED ON A DIAGNOSTIC STUDY OF LEADERSHIP STYLE

Order No. DA8412057

SCOTTI, WILLIAM HENRY, JR., ED.D. *University of Maryland*, 1983. 150pp. Supervisor: Dr. J. Paul Anderson

Purpose. The purpose of this study was first to examine the leadership performance at nine high schools. This examination was conducted by administering an instrument to the subordinates on which they responded to the perceived leader performance of their principal. The next step involved the identification of variables within each school from the dimensions of human relations, product and administrative tenure.

Statistical investigation employed multiple regression analysis to indicate the variance in the perceived leader performance (discrepancy) that was accounted for by the selected variables. The research questions answered in this study are as follows:

Which variables in the categories of, (a) human relations, (b) product dimension, (c) administrative tenure and (d) a combination of all three groups accounted for a significant percentage of the variance in the subordinates' perceptions of leader performance?

Procedures. This study involved the nine high schools in a moderately sized public school system. A total of 310 teachers (61.9% response frequency) responded to the leadership behavior of their principals using The Diagnostic Study of Leadership Improvement (short form). Discrepancies at each school were identified by evaluating the responses on this instrument.

Multiple regression analysis was used in order to identify the variance in the discrepancy that could be accounted for by variables in the categories of human relations, product dimension, administrative tenure and by a combination of all 23 predictor variables.

Results. Variables identified as accounted for a significant percentage of the variance in the discrepancy are as follows: (a) when all 23 variables are considered--the principal's total administrative experience at present school, the principal's total administrative experience, the CAT reading vocabulary percentile, the CAT spelling percentile, and the total number of students, (b) when only human relations variables were considered--teacher experience, number of transfer requests, percentage of white teachers responding, percentage of female teachers responding and teacher age, (c) when only product dimension variables were considered--total disciplinary referrals, percent attending four year universities, pupil mobility, CAT reading vocabulary and student absences, (d) when only administrative tenure variables were considered--principal's total administrative experience, and the principal's total administrative experience at present school.

EFFECTIVE ENTRY-LEVEL ORGANIZATIONAL COMMUNICATION AS ASSESSED THROUGH A SURVEY OF PERSONNEL RECRUITERS

Order No. DA8417160

SHERER, HOWARD MICHAEL, PH.D. *Indiana University*, 1984. 115pp.

In recognition of the importance of entry-level organizational communication, numerous resources have come into existence, all of which provide guidance for the job applicant. Most of the literature on entry-level organizational communication is based on opinion and tradition supported primarily by anecdotal evidence (Stephens, Watt, and Hobbs, 1979). The inconsistencies are so apparent that the job seeker is often given contradictory advice.

The three most advocated resume styles are the: (1) chronological, (2) functional skills, and (3) combination. The two letter of application styles are the informative and persuasive forms. Although "informative" and "persuasive" are adequate terms for the letter of application in the literature, they are not adequate for speech communication scholars. Therefore, more appropriate terms have been selected. The "descriptive" letter of application details the applicant's past accomplishments, similar to the style stated by the informative letter's advocates. In contrast, the "projective" letter of application attempts to make claims about what the applicant can do for the prospective employer.

This study attempted to answer the following research questions: Given the various resume and letter of application styles, which combination of these two entry-level organizational communication documents best increases the likelihood of a prospective employer granting an interview to an applicant? Moreover, to what extent do prospective employers' perceptions of applicants' qualifications vary as a function of the form in which those qualifications are presented?

Based on the results of this study, the functional skills resume does not appear to compete favorably with the other resume styles. No significant differences emerged, however, between the chronological and combination resumes. Moreover, it appears that both of these resume styles would give an applicant a better chance of being granted an interview then would the functional skills style.

While the resume results lean toward the use of the chronological and combination styles, there is a clear, almost absolute preference for the descriptive letter of application. The descriptive letter of application was rated significantly higher than its projective counterpart. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

THE RELATIONSHIP BETWEEN PRINCIPAL'S INSTRUCTIONAL LEADERSHIP AND SCHOOL'S ORGANIZATIONAL SYSTEM

Order No. DA8409270

SMITH, CHARLES RAYMOND, JR., ED.D. *Fordham University*, 1984. 205pp. Mentor: Dr. Theodore Wiensenthal

The main purpose of this study was to determine whether relationships and differences existed between elementary school teachers' ratings of their respective elementary school principals' instructional leadership and their schools' organizational systems. Furthermore, this study sought to determine whether differences existed between elementary teachers' ratings of their principal's instructional leadership, based upon their ratings of their school's organizational system, in order to determine a hierarchy of instructional leadership activities for principals. Finally, this study sought to determine whether differences existed between the responses of elementary school teachers to their principals' instructional leadership and schools' organizational systems, with respect to the variables of teachers' sex, race, years of experience, and training, their school size and their principals' years of experience.

One hundred and fifty-two elementary school teachers from nineteen urban schools participated in the study. The teachers, eight from each school, were randomly selected according to three criteria: (1) the school was graded K-8, (2) the principal had functioned within the school for at least two years, and (3) teachers had regular, not special (e.g., music, art, etc.) assignments.

Principal's instructional leadership was assessed by Patterson's *Instructional Leadership Survey*, which consisted of ten subscales. A school's organizational system was measured by Likert's *Profile of a School*, which consisted of eight subdimensions.

The Pearson-Product Moment Coefficient of Correlation and "t" test for significant differences were utilized to analyze data and calculate relationships and differences among the reported teacher ratings for principals' instructional leadership and their schools' organizational systems.

Major conclusions reached were: (1) The elementary school teachers in the study reported the level of their principals' instructional leadership associated with all aspects of their schools' organizational systems. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

COMMUNICATING VIA ELECTRONIC MAIL: PATTERNS AND PREDICTORS OF USE IN ORGANIZATIONS

STEINFIELD, CHARLES WILLIAM, PH.D. *University of Southern California*, 1983. Chairman: Professor William Dutton

Organizations are increasingly adopting new computer-mediated communication systems commonly referred to as electronic mail. The attributes of this new medium hold important implications for the human communication process in organizations, and have led to predictions of a wide range of social impacts on individuals, groups, and organizations. Despite this, organizational communication theorists have largely either ignored electronic mail or examined its use from a limited perspective. Use typically is defined as how many messages a person sends or receives, providing little information about the purposes of electronic mail interactions.

This dissertation fills these important gaps by posing two research questions. The first asks for what purposes people employ electronic mail in organizational settings. The second inquires into what independent factors lead to different patterns of electronic mail use.

A large office products vendor served as the research site. Qualitative research, based upon interviews and observations, and a quantitative survey of 220 electronic mail users provided empirical data to address the research questions.

Thirty-two different purposes of use were identified, reflecting a wide range of applications not anticipated by prior studies. A factor analysis demonstrated that a large number of these clustered into task and social use dimensions. Characteristics of respondents' tasks and environments, perceived attributes of electronic mail, demographic characteristics, and system access variables were then entered into a multiple regression analysis predicting the amount of task and social use.

Task use was found to be primarily a function of having a well developed electronic mail infrastructure, with the degree of access to terminals and relevant coworkers explaining a large proportion of variance. Also important were both a positive orientation to the system and a communication need not adequately met via other media. Social use was best explained by demographic factors, with newer and younger employees exhibiting more of this use. This was interpreted to reflect a need for integration into the social network of the organization. A positive orientation was also important in explaining social use. Supplemental analyses, supporting these findings, involved categorizing respondents into user groups reflecting the relative amount of task and social use, and assessing which factors discriminate best among groups.

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THE USE OF QUALITATIVE METHODS IN THE SEARCH OF LOOSE COUPLING WITHIN A COMPLEX PUBLIC AGENCY

Order No. DA8414454

TAYLOR, PAT DWAYNE, PH.D. *The University of Texas at Austin*, 1983. 171pp. Supervising Professor: Larry D. Browning

Loose coupling is an organizational concept which has developed from dissatisfaction with the explanatory power of traditional hierarchial perspectives in past organizational studies. It is rooted in the belief that much of what happens in organizations is random, illogical and unpredictable.

Certain advantages are found in loose coupling theory including conditions of autonomy, independence, self-determination and persistence. Disadvantages of loose coupling include reduced frequency of communication, difficulty in understanding certain happenings in organizational life, and inability to handle inputs which need tightly coupled one-to-one responses (Weick, 1976; 1980).

Organizations display adaptive behaviors in which they can become tightly or loosely coupled. They also can take on the appearance of being coupled one way, while behaving as if they are coupled the other. The ability to be adaptive, whether structural or political, allows organizations to tighten or loosen their couplings in anticipation of receiving inputs from the environment (Weick, 1976).

Severe inputs can appear as jolts. Jolts have less impact on a loosely coupled system than on a tightly coupled one because the impacted subunit can seal itself from the rest of the organization and process the jolt with a degree of independence (Meyer, 1980.)

This study utilizes qualitative research techniques to gather longitudinal data about a complex organization, and discusses certain phenomena which affect coupling behavior in the organization. Data were collected from interviews and observations conducted over a twelve month period. Interviews focused on nineteen propositions developed from theoretical concepts in the literature.

The strongest findings connect coupling phenomena to historical events, and are exemplified by a major environmental jolt which impacted the organization nearly fifteen years earlier. Ramifications from the jolt affect the style of management of the current agency director, and are traceable to the coupling practices he exercises with organizational staff.

Other findings suggest that where the search for rationality is acute, loose coupling is likely to exist. Researchers are likely to find tight couplings elsewhere such as with history, the chain-of-command, the environment or other places which require less of a tolerance for ambiguity for organizational members to understand.

RELATIONSHIP OF BUREAUCRATIC STRUCTURE TO COMMUNICATION SATISFACTION OF TEACHERS IN A SUBURBAN TEXAS SCHOOL DISTRICT

Order No. DA8414124

WILLIAMS, EVERETT MOORE, JR., ED.D. *North Texas State University*, 1984. 114pp.

The purpose of this study was to investigate the relationship of bureaucratic structure to communication satisfaction of teachers in a suburban school district in north Texas. This study compared seven components of communication satisfaction of teachers in Authoritarian schools with those of teachers in Professional schools.

Twelve of the district's thirty-five elementary schools were randomly selected. The instruments were given to the teachers in faculty meetings and the overall response rate was 344 representing 92.2 per cent. Responses to the *School Organizational Inventory* (SOI) were used to determine the grouping of schools relative to their bureaucratic structure, including Weberian, Professional, Authoritarian, and Chaotic. Three schools were in each of the four groups. Those schools in the Authoritarian and Professional groups were used to test the hypotheses of this study.

Teachers' responses to the *Communication Satisfaction Questionnaire* (CSQ) were statistically analyzed using one-way analysis of variance. The findings indicated that although respondents in the Authoritarian schools were more satisfied with communication than they were dissatisfied, they were less satisfied with all sever. components of communication satisfaction than were teachers in Professional schools. They were significantly less satisfied with organizational integration, communication with superiors, communication climate, horizontal communication, and media quality. Teachers in the Authoritarian schools were also less satisfied with general organizational perspective and personal feedback than were teacher in Professionally structured schools, but the differences between the two groups in the level of satisfaction for these two components of communication satisfaction were not statistically significant.

It was concluded that teachers in schools with a Professional bureaucratic structure are more satisfied with communications than are teachers in Authoritarian schools.

Recommendation was made to continue the study of communication in schools and the study of bureaucratic structure.

ORGANIZATIONAL COMMUNICATION PROCESSES AND JOB STRESS

Order No. DA8412284

WITTKAMPER, DUANE KENT, PH.D. *The University of Michigan*, 1984. 146pp. Chairman: C. William Colburn

The purpose of this study was to (1) examine associations between six organizational communication processes and job stress, (2) discover the relative importance of the communication processes in explaining the presence of stress, and (3) test moderating effects of three task-environment characteristics on the communication to stress relationship. The communication variables and the criterion variable of stress were measured with scales derived from a questionnaire administered to 405 management personnel from a manufacturing firm which has facilities located throughout the U.S. Job Stress was defined as an uncomfortable emotional response (e.g., anxiety, frustration) attributed to the work place.

Using correlation analysis, each of the six communication variables were found to be negatively correlated with stress ($p < .001$), including: quality of supervisory communication ($r = -.40$), quality of formal performance feedback system ($r = -.23$), quality of top management communication ($r = -.39$), openness of communication climate ($r = -.25$), amount of felt decision-making autonomy ($r = -.33$), and quality of one's self-perceived communication behavior ($r = -.17$). Regression analysis found that the set of variables accounted for 25% of the variance; but, only three of the variables significantly contributed, including: supervisory communication, top management communication, and decision-making autonomy. Results of step-wise regression found the following order of importance of the variables: supervisory communication (*partial* = -.40), top management communication (*partial* = -.25), and decision-making autonomy (*partial* = -.17); the three remaining variables were not statistically significant.

The following characteristics were found to have little effect on the relationship between the communication variables and stress: business area, job function (line vs. staff), and job specialty. Thus, the associations between the communication variable and stress were found to occur consistently among subjects regardless of the nature of their work.

Results of the study suggest that certain communication processes, especially supervisory and top management communication, may play an important role in provoking stress. Also, the specific nature of one's work appears to have little effect on the extent to which communication provokes stress.

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